

**Title of Post:** Classroom Teacher

**Salary Scale:** Mainscale

**Responsible to:** Middle Leaders, Strategy Team

**Core Purpose of Job:** To provide for the educational, social, moral, spiritual and cultural development for each individual child in the class allocated for each specific academic year

### **Exercise of Particular Duties**

The conditions of employment of teachers, taken from the School Teachers' Pay and Conditions Document (2013 and updated every year), specifies the professional duties required to be carried out by all teachers. All teachers must consistently meet the current Teacher Standards. In addition "a teacher employed as a teacher in a school shall perform, in accordance with any directions which may be reasonably given to him/her by the Headteacher from time to time, such particular duties as may reasonably be assigned to him/her". These conditions are attached at the back of the job description.

### **Professional Duties**

#### **1. Teaching**

- Contributing to the preparation and development of programmes of study, schemes of work, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements throughout the school, including school trips, special assemblies, performances and special events
- Planning, preparing and assessing lessons in line with school policies and schemes of work
- Teaching of lessons according to the individual needs of pupils, having high expectations and setting challenging targets
- Promote the inclusion and acceptance of all children within the classroom ensuring equal access to lessons and their content
- Providing feedback (including homework in accordance with the School's Homework Policy) to pupils and parents in line with the School Marking and Feedback Policy
- Keeping up to date assessments on the development, progress and attainment of pupils and recording and reporting these assessments in line with the school Assessment Policies
- Administering assessment tasks and tests in line with school policy

#### **Other Activities**

- Contribute to and support the overall ethos/work/aims of the school
- Comply with, support and promote all school policies and procedures, particularly those relating to child protection, equal opportunities, racial equality, health, safety and security, confidentiality, behaviour and data protection, reporting concerns to the Headteacher
- Be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities to learn and develop

- To promote the general progress and well being of individual pupils throughout the school,
- To provide advice and guidance to pupils and parents on educational, emotional, behavioural and social matters in line with school policies and in consultation with the Headteacher
- Keep records and make reports on the personal and social needs of pupils
- Communicate and co-operate with other agencies to support the educational, development/general progress and well being of individual pupils and to participate in meetings arranged for any purposes described above including IEP Meetings
- To inform the Headteacher immediately of any concerns regarding a pupils welfare
- To communicate and consult with parents of pupils and provide an accurate written annual report for parents
- To promote and maintain good behaviour among pupils throughout the school, in line with the Behaviour Policy
- To safeguard every pupil's health, safety and well being in line with school policies
- To participate in staff meetings which relate to the curriculum, administration or organisation of the school, including pastoral arrangements
- To lead assemblies and to attend assemblies, when requested by the Headteacher
- To register pupils
- To supervise pupils throughout the school during playtimes and at any other times requested by the Headteacher

### **Management**

- To plan, organise and manage the work of Learning Support Assistants assigned to the class, or children within the class, in order to have a positive impact on pupil progress
- To ensure that the LSAs assigned to the class meet all of the responsibilities as set out in their job description, in a timely and effective manner

### **Training and Development**

- Review and evaluate the teaching methods and schemes of work
- Participate in training and development activities in school or at other providers in order to improve professional skills and knowledge
- To participate in performance management reviews in line with school policy

## **2. Development of the school (commensurate with career-stage)**

1. To work with other staff to formulate and review policy documentation in full consultation with teaching staff and school leaders
2. Write an Action Plan for School Improvement of individual subjects and evaluate the effectiveness of the plan
3. To exemplify good practice in the classroom and provide demonstration lessons for Staff/Governors/Parents as appropriate
4. To work in collaboration to develop schemes of work, ensuring progression and continuity across the school.
5. To liaise with preceding and subsequent teachers to ensure progression and continuity
6. To monitor and evaluate the quality of teaching and learning within their own classroom, through reflection on own practices and those of support staff
7. To lead staff development meetings for teaching staff and LSAs
8. To advise and inform newly qualified teachers and other new staff about policies within the school
9. To attend courses and meetings and to evaluate and report back to staff on the essential issues covered

10. To keep up to date with current trends and research and to debate as appropriate
11. To take an active role in organising special curriculum events, as agreed with the members of the Leadership Team
12. To arrange for the display of pupils' work around school
13. To contribute information to parents' meetings

### **Teacher Standards**

	<b>Teacher Standard</b>
<b>1.1</b>	<p><b>Set high expectations which inspire, motivate and challenge pupils</b></p> <ul style="list-style-type: none"> <li>. establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils</li> </ul>
<b>1.2</b>	<p><b>Promote good progress and outcomes by pupils</b></p> <ul style="list-style-type: none"> <li>. be accountable for pupils' attainment, progress and outcomes</li> <li>. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>. guide pupils to reflect on the progress they have made and their emerging needs</li> <li>. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>. encourage pupils to take a responsible and conscientious attitude to their own work and study</li> </ul>
<b>1.3</b>	<p><b>Demonstrate good subject and curriculum knowledge</b></p> <ul style="list-style-type: none"> <li>. have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings</li> <li>. demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship</li> <li>. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and correct use of standard English, whatever the teacher's specialist subject</li> <li>. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies</li> </ul>
<b>1.4</b>	<p><b>Plan and teach well structured lessons</b></p> <ul style="list-style-type: none"> <li>. impart knowledge and develop understanding through effective use of lesson time</li> <li>. promote a love of learning and children's intellectual curiosity</li> <li>. set homework and plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>. reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>. contribute to the design and provision of an engaging curriculum within the relevant subject areas</li> </ul>
<b>1.5</b>	<p><b>Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>. demonstrate an awareness of physical, social and intellectual development of children, and know how to adapt teaching to support children's education at different stages of development</li> <li>. have a clear understanding of the needs of all pupils, including those with sen; those of high ability; those with eal; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</li> </ul>
<b>1.6</b>	<p><b>Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>. make use of formative and summative assessment to secure pupil progress</li> <li>. use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>. give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback</li> </ul>
<b>1.7</b>	<p><b>Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good</li> </ul>

	<p>and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p> <ul style="list-style-type: none"> <li>. have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>. maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary</li> </ul>
1.8	<p><b>Fulfill wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>. make a positive contribution to the wider life and ethos of the school</li> <li>. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>. deploy support staff effectively</li> <li>. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>. communicate effectively with parents with regard to pupils' achievements and well-being</li> </ul>
2.1	<p><b>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</b></p> <ul style="list-style-type: none"> <li>. treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>. having regard for the need to safeguard pupils' well-being in accordance with statutory provisions</li> <li>. showing tolerance of and respect for the rights of others</li> <li>. not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>. ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law</li> </ul>
2.2	Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
2.3	Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

To carry out any other duties reasonably requested by the members of the Leadership Team

The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Senior Leadership Team. .

This job description does not form part of the contract of employment. It describes the way in which the teacher is expected and required to perform and complete the particular duties as set out above.

Staff Member \_\_\_\_\_

Date \_\_\_\_\_

*V. M. M. Masters*

Headteacher

Date October 2020

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